

Childminder report

Inspection date:

23 February 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children remain safe as the childminder supervises them closely as they play. The childminder has a general overview of the skills and knowledge she would like children to learn. However, this is not targeted or broad enough to ensure every child is sufficiently challenged to reach their full potential. Children enjoy engaging in a range of activities, which follow their interests. Although the childminder chats to children as they play, she does not consistently leave enough time for children to think and respond. Children's needs are met as the childminder works in partnership with parents. Links with other early years provisions children attend have yet to be established to help support continuity of learning for these children.

Children behave well and their good manners are promoted. They freely access their drinks and benefit from healthy meals and snacks. Regular outings to the park and indoor play areas support children to develop their physical skills. These outings also help children to develop their social skills as they play and interact with more children. Interactive regular song-time activities support children's communication and language skills. Children are encouraged to pick a toy out of the bag and to identify a song linked to the object. Older children recall and sing lots of familiar songs from memory. Younger children are encouraged to repeat simple, single words.

What does the early years setting do well and what does it need to do better?

- The childminder has a general overview of children's progress and development. However, she does not consistently use her knowledge, or the information gained from observations, to identify and plan challenging experiences. This does not enable each child to make good progress in their learning and development.
- When completing the progress check at age two, the childminder does not ensure it is completed at a similar time to the health visitor's review. Information is therefore not shared in a timely way, to ensure children receive targeted support when concerns are identified about their development.
- The childminder supports children to develop some key skills like independence, socialising with their peers and fine manipulative skills. However, she has not considered how to ensure the curriculum consistently builds on children's prior learning and provides them with a broad range of skills.
- Some children are exceptionally skilled at counting. They understand zero is a low number and 100 is a high number. When counting, children correctly count in sequence. However, the childminder has not considered how to help children to correctly count the number of actual objects to broaden their learning.
- Children are happy and settled in the childminder's care. She talks to children as they play, supporting their communication skills. She encourages younger

children to repeat words and introduces new words into older children's play. For example, when a child describes how they have made a big structure, the childminder introduces the word 'massive'. This helps to develop children's vocabulary.

- Trips to the library encourage children to develop a love of books as they learn to sit and listen to a range of stories. They also develop their social skills as they get to meet and interact with a wider group of peers.
- Some children attend other early years provisions. Information sharing between these other provisions and the childminder has not been developed to ensure children benefit from continuity in their learning.
- Children develop their mark-making skills as they use paint pens and crayons to draw on paper. When children mix different colours together, the childminder asks them what new colour they have made. Before children have time to think and respond, the childminder answers the questions for them. She does not consistently provide children with enough time to think and respond with their own thoughts and ideas.
- Children are encouraged to develop their fine manipulative skills as they play with small tool activity sets. They concentrate as they learn to use screwdrivers and spanners to tighten and undo a range of screws, nuts, and bolts.
- The childminder keeps parents informed about the range of activities their children have participated in via a secure social media platform. Parents confirm that the childminder liaises closely with them when concerns about their children's development are identified.

Safeguarding

The arrangements for safeguarding are effective.

Children remain safe in the childminder's care. The home and garden are well maintained and kept secure. The childminder has accessed training on child protection. This has helped her to improve her knowledge of indicators of abuse, including aspects like the 'Prevent' duty and county lines. The childminder has a clear understanding of the procedures to follow if she should have a concern about a child. Children are supported to learn about road safety on outings. The childminder ensures children remain under her constant supervision to ensure they remain protected from potential harm.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
--	-----------------

ensure children's progress is more effectively reviewed and use information on children's level of achievements to plan challenging learning experiences for each child	24/04/2023
ensure the progress check at age two is completed in line with when the health visitor completes their review, so that they are used to inform each other and support integrated working.	24/04/2023

To further improve the quality of the early years provision, the provider should:

- review the curriculum intent, to ensure it provides children with a broader range of skills to support their future learning
- consider how to effectively share information with other providers where the care of children is shared to fully support continuity of learning
- consider how to encourage children to think and respond with their own thoughts and ideas.

Setting details

Unique reference number	EY280486
Local authority	Doncaster
Inspection number	10260724
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	22 September 2022

Information about this early years setting

The childminder registered in 2004 and lives in the Scawthorpe, Doncaster. She operates her provision all year round, from 8am to 6pm, on a Tuesday, Wednesday and Thursday, except for family holidays and bank holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Melanie Arnold

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this has on children learning.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023